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ABSTRACT

Developed to assist individuals and institutions in the evaluation of staff development programs, this guide reviews strategies to determine desired program outcomes, to include evaluation in ongoing planning, and to implement evaluation results. Following an introductory review of societal and educational trends affecting community colleges, the second section stresses the importance of careful planning in staff development evaluation. The next section emphasizes that desired outcomes of a program must match the unique needs of individual institutions, but lists 15 general goals for staff training and development. Next, methods and goals are described for four progressively complex levels of program analysis: the assessment of participant reaction, participant learning, participant behavior and attitude change, and impact of staff development on the institution. The following sections review evaluation strategies, describe staff development applications and activities, provide answers to common questions about evaluation, describe the writing of evaluation reports, discuss the use of data for program improvement, and provide a sample planning and evaluation cycle checklist. Finally, a 29-item bibliography and the following sample resources are appended: a college goal statement, staff development program goals, a campus climate/needs assessment survey, an application for staff development funding, participant evaluation forms, program results from college report, a goal and activity evaluation report, workshop evaluation results, a faculty evaluation survey, and a student survey. (PAA)

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ED 363 381

Guide to Staff Development Evaluation

March, 1993

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OF CALIFORNIA

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A GUIDE TO STAFF DEVELOPMENT EVALUATION

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Appreciation is extended to Nina Ashur, Robert Barr, Lorraine Barry, Rita Burleigh, Carole Jarrett, Margie Lewis, Avril Lovell, Carol McKenzie, Sharon Ratliffe, Sharon Scull, Julie Slark, Jo Sumner, Gordon Watts, and others from California community colleges for their contributions.

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The mission of the League is to support the local community college districts of California in providing high quality, accessible postsecondary education services and programs in a well-planned, effective and caring manner. This support is provided by assisting the colleges in the education and development of governing board members, faculty and staff of the colleges; through research and educational policy development; and, by representation of the local colleges to the legislative and executive branches of the state and federal government.

Foreword

This document was designed to help you:

1. More easily evaluate your staff development program by identifying the desired outcomes of the program and determining whether they have occurred.

2. Make evaluation an ongoing part of your planning.

3. Use evaluation results to strengthen professional development at your institution.
4. Validate professional development as a worthwhile and essential program.

This guide is a professional development activity for you. We need your feedback to let us know if our desired outcomes for the book are, in fact, achieved, and what other training may be needed. Please evaluate the effectiveness of this guide by telling us your reaction to it, what you learned from it, what you used, and the impact it had on professional development at your college.

Thank you,

Cindra Smith and Barbara Beno

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INTRODUCTION

Organizations across the nation spend $210 billion on formal and informal training and development each year. In 1990-91, California community colleges spent $35.5 million, of which $4.9 million was from a special Faculty and Staff Development Fund established by the state legislature in 1988. Why such great interest in professional development? Societal and educational trends affecting community colleges are:

- Policy-makers and others concerned about higher education have been writing about the apparent decline in the effectiveness of institutions of higher education, indicated by college graduates lacking important skills and knowledge. To address this concern, colleges have established staff and organizational development programs to help college personnel improve the quality of education and the functioning of the institution.

- The changing state and student demographics pose new challenges for colleges. Staff development programs are often designed to help faculty and staff improve their understanding of students from different ethnic, cultural, and social backgrounds. Adult learning styles often require different teaching strategies and institutional programs from those developed for traditional students.

- Many community college faculty and staff have been in their positions for twenty or more years, and a significant number are retiring each year. Updating experienced faculty and training new faculty are important activities in professional development programs.

- The use of computers and other technology in education is expanding rapidly: staff development enables faculty and staff to become comfortable with new technology.

- Changing institutional structures and decision-making processes involve new skills in college governance and empowerment of staff.

The legislature and public want to know whether student education and learning are improved by this use of their tax dollars, and you and your colleges want to know the impact of your development programs on the participants, classrooms and offices, departments and programs, campuses and districts, and ultimately, on the students. Evaluation information and program results can be used for two general purposes:

- **External reporting.** Colleges need to account for staff development expenditures and to evaluate the effectiveness of the activities to justify program funding to the state, their communities, and their districts.

- **Internal program improvement.** Evaluation results are necessary for you to continually upgrade the staff development offerings; to assess needs; and to increase the connections among program activities, individual, department and college goals and improved student success.

Two areas of focus for evaluation are the impact on the individual who participates in an activity, and the impact of the activity on the organization, including how well the institutional mission and goals are met.

- Individual professional development includes enhancing the expertise of faculty, support staff, administrators and trustees. This is often accomplished through workshops, conferences, lectures, sabbaticals and other modes of training related to the content of disciplines or assignment areas, and the processes involved in doing their jobs.

- Organizational development includes activities for improving programs in the colleges (e.g. curriculum, instructional departments, student services, business services), and ultimately, the environment, functioning, and effectiveness of the institution and the success of its students.

This document discusses evaluation at four levels, based on Kirkpatrick's (1976) model of evaluating training:

1. How did participants react to the development activity?
2. What did they learn?
3. What changes did they make in their behavior and attitudes?
4. What were the effects of their training on students and the organization?

The four levels are cumulative — evaluation at higher levels depends on having information from lower levels. All levels provide important information for both external and internal needs. The first level is the easiest, and most often done. The fourth level is the most difficult information to gather and analyze.

SETTING THE STAGE THROUGH PLANNING

Evaluation is done to ensure that your program is effective. A sound evaluation is based on careful planning. Often, new staff development officers are tempted to offer a plethora of activities, to "make something happen". But doing something without articulating desired outcomes for the activities will, in the long run, be difficult to evaluate or justify.

Planning should not be done in a vacuum. It incorporates information about external factors which influence the college as well as information from those who work on a daily basis with students. You may have a professional development committee. Ideally, it should broadly represent those served by the professional development program and include representatives from all institutional areas that could benefit from training and professional growth activities. If the planning, implementing, and evaluating of your staff development program is conducted so that staff members take ownership, a more powerful program results.

Planning takes time. Even you if don't have a great deal of time or resources to spend, any amount of time you can devote to thinking about the links between college and individual goals and needs, desired changes, activities and evaluation is well worth it.

In order to develop desired outcomes and measure change, you must first describe the current state of affairs, a "baseline" against which progress is measured. External demands as well as directions determined by college leadership groups and individual staff determine the direction for your college. Periodic accreditation self studies, campus climate surveys, needs assessments for professional development and other ongoing surveys and evaluations may be used as "benchmarks". The same instrument can both assess and evaluate change occurring on your campus over time.

The first step in developing or updating a plan for professional development is to collect, assess, and analyze *available* information. There are numerous sources you may use as part of the overall needs assessment.

- Institutional missions, goals, objectives, and master plans
- Assessments of individuals' professional development needs
- Prior years' staff development evaluation reports
- Accreditation self-study reports
- Academic and classified senate goals and resolutions
- Community demographics and results of community surveys
- Demographic information about students and staff
- Surveys done for accreditation and program review studies
- College governance committee recommendations and college staff retreat results
- Reports and findings from college committees and task forces
- Information on mandates and state policy guidelines that impact the direction of the college
- student satisfaction surveys

In reviewing these materials, determine areas which identify needed professional development to improve individual skills and expertise and those needed to change organizational climate and functioning. Recommendations that address current problems and directions for the future will be apparent in these documents. Use college and program goals and objectives to help distinguish between needs appropriately met by the college and those that are based solely on individual interests and preferences. You will have a more powerful and meaningful program if the staff development system is integrated with the institutional goals and objectives.

After reviewing the above materials, you and your committee may proceed in one of two ways:

1. You may determine that sufficient information exists for planning — or certainly to begin analyzing major patterns and directions. You may find that the institutional needs have already been identified and that you are prepared to begin designing, updating and implementing your plan.

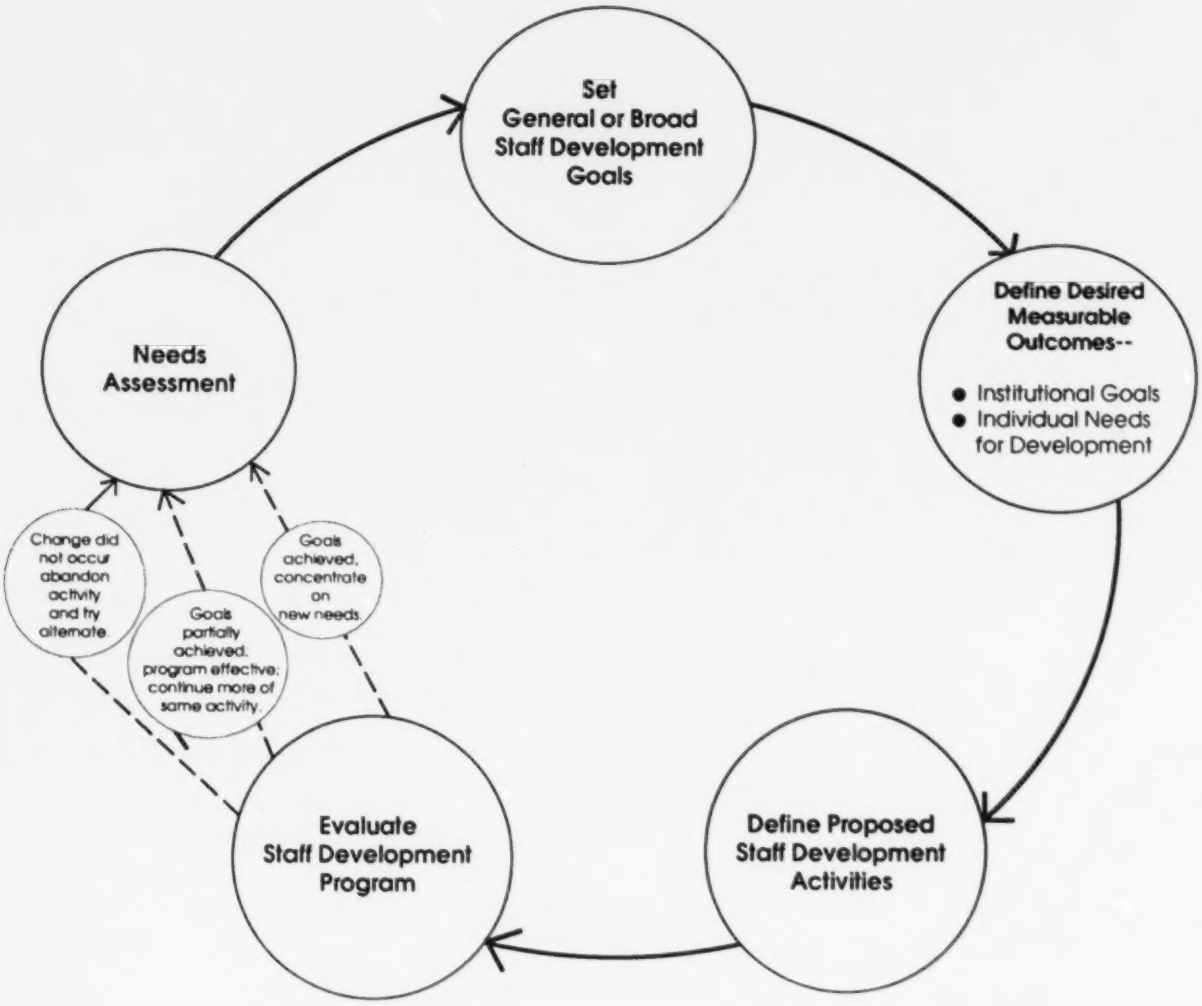
2. You may determine that there are gaps in your knowledge of individual and organization needs. Additional surveys of staff and students in specific areas or the use of focus groups of college staff and students can provide more information about the staff's interests, wants, and needs. (See the section on Evaluation Strategies.)

When you have sufficient data, determine a limited number of major categories of *identified institutional needs*. These four to ten need areas are the basis for your annual program goals, the desired individual and organizational outcomes and changes that you will measure. The goals and desired outcomes will generate ideas for activities designed to produce the outcomes, and at the same time, suggest evaluation strategies.

Planning insures that the links between institutional needs, goals, expected outcomes, professional development activi-

ties and the evaluation are explicit and clear. This process provides a basis for writing and updating your professional development or human resources development plans. Plans should be organic, developing processes rather than static, lifeless shelf-documents.

Planning Staff Development and Evaluation-- The Cycle


Set General or Broad Staff Development Goals
Define Desired Measurable Outcomes--
Institutional Goals
Individual Needs for Development
Define Proposed Staff Development Activities
Evaluate Staff Development Program
Needs Assessment
Change did not occur abandon activity and try alternate
Goals partially achieved, program effective; continue more of same activity
Goals achieved, concentrate on new needs

GOALS, ACTIVITIES and OUTCOMES

Planning focuses on the questions "What would make the college a better college and the staff of the college better prepared to deliver educational services? What should professional development do to contribute to that process?" The answers to these questions are the goals of the plan. Each college's needs and goals are different and the expected outcomes of the program will match those unique needs and goals.

Often, there will be more goals than can be achieved in any one year, and many goals will take many years to achieve. Prioritizing the needs and goals, and developing a long-range plan with intermediate steps to some goals will help create a plan that is "do-able" and therefore easier to evaluate.

The staff development program may address some or all of the desired goals, with one or more activity for each, in a specific time frame. The expected outcomes for each activity should be stated as clearly as possible, since those statements will be the basis for evaluating the success of the program. In addition, participants' expectations should be clarified, and evaluation should examine both program and participant expectations.

When generating ideas for professional development activities, consider and list those from all areas of the college, even those that may not be under the purview of the staff development officer. Examples include sabbatical leaves, curriculum development, conference and seminar attendance, travel, units taken by faculty for salary schedule advancement, internships, trustee education, staff involvement in statewide and community organizations, VEA job shadow grants, college-wide symposia, newsletters, and activities supported by restricted or categorical funding.

Possible Goals for Training and Development

- *Improve student success and organizational functioning.*
- *Improve teaching skills (may address an older, stable faculty, or part-time, evening, and/or newly hired faculty; may address certain areas, such as critical thinking or interdisciplinary relationships).*
- *Maintain currency in changing academic and vocational fields.*
- *Enhance a college's "student-centeredness" and responsiveness to its community; (may address student/faculty relationships, currency of academic programs, ease of registration or access to student services).*
- *Orient new staff, administrators, and faculty to the college and educate them about their new roles.*
- *Increase transfer rates, graduation rates, or rates of passing certification exams for students (all have program development implications).*
- *Use new technology—computers, television, media, telephone and other communication systems—both in the classroom and throughout the institution.*
- *Improve employee morale and attitudes about the college.*
- *Accommodate growth or decline in enrollments, both college-wide or in specific programs or classes.*
- *Respond to new laws and regulations.*
- *Respond to various student clientele and needs, including skills, societal background, ethnicity.*
- *Respond to societal changes, such as increased violence in a community or changing economic conditions.*
- *Involve all staff in and incorporate new organizational structures and decision making processes.*
- *Provide education to trustees on policy and legal issues having an impact on the college.*
- *Provide training and internships for employees desiring to learn additional job responsibilities.*

(Note: A number of special funds for training and development limit the use of the funds to specific goals.)

For instance, a goal may be to adapt the college curriculum to reflect the multicultural nature of the community, nation, and world to enhance student learning. A desired outcome could be that instructors would infuse their syllabi with multicultural or global issues.

There are many possible activities to achieve that outcome: *e.g.*, target one discipline and hold an extended workshop or series of workshops for the faculty in that area; send faculty to conferences and seminars on the topics and ask them to share information when they return; support a sabbatical leave for a professor to work in this area; sponsor a speakers series on multicultural issues; or collect and disseminate models from other schools. An example of the linking process is outlined in ***Figure 1*** below.

Staff Development Program Goal/Need Area	Expected Outcome	Prof. Development Activity	Measurement
• Improve response to diverse community through infusing multicultural issues into the curriculum; faculty identify a need for training in multicultural curriculum	• course syllabi will include multicultural components	• series of faculty workshops on campus	• review of course syllabi, faculty and student reports

Using the above example, you could measure four levels of possible outcomes of those activities:

- **The reactions of participants to the events.** Are they positive about the proposed adaptation? Were the events interesting enough that participants will continue working on their curriculum and seek out other training opportunities?

- **What they learned.** What do they now know that they didn't before about approaches taken by other cultures to their discipline? What strategies are adaptable to their courses?

- **What changes occurred in their attitudes and what new teaching strategies or topics they will incorporate in their classes.** Are they more supportive of and enthusiastic about infusing multicultural issues into their courses? What changes occurred in their syllabi?

- **What is the impact on the institution and the students?** Do students say they learned about concepts from other cultures? Do campus climate and/or accreditation surveys indicate that the curriculum reflects the multicultural nature of our world?

Remember, when planning and carrying out staff development activities, keep asking questions about what is happening. Evaluation is an integral part of your planning: it is the method by which you show the impact of your staff development program. And remember, it is the staff development process and program you are evaluating, not the participant in the professional development activities.

EVALUATION CRITERIA

Four basic levels of analysis may be used in determining whether your staff development program has achieved the desired outcomes:

Level 1 - Measures Participant Reaction

- Through opinion gathering and analysis, you will measure what participants think and feel about the program. Were they pleased with it? Did it hold their attention? Was it relevant?

Level 2 - Measures Learning

- Through assessing knowledge, you will measure whether participants learned new information or behavioral patterns from the staff development activity.

Level 3 - Measures Behavior and Attitude Change

- Through reports or observation (self, student, colleague, supervisor, etc), you will measure whether participants' on-the-job behavior and/or attitudes changed to include the material learned in the staff development activity.

Level 4 - Measures Impact on the Institution and Achievement of College Goals

- By measuring a variety of outcomes, you will measure whether behavior and attitude changes have had a positive impact on the organization and the achievement of its goals.

Each of these levels of measurement is progressively more complex to do and provides more meaningful information. Higher levels may depend on information gathered at the previous levels. At higher levels, other variables beyond your control have more and more impact on the outcomes, and conclusions about results may be more tentative.

Reaction evaluations, which are the simplest, provide important information about the quality and support for the development activities; however, they give little information about actual changes in individual behavior or impact on the organization. More advanced levels of evaluation are necessary to validate the investment of employee time and public funds.

The first three levels generally measure what happens at the individual level. Organizational change, which depends to a great extent on individual development, is measured at the fourth level. Training and staff development assumes that by changing individual employees, the college can change for the better.

Level 1
Participant Reaction

Reaction evaluations are usually conducted immediately after an event or activity and are often called "happy sheets." They are the most widely used evaluation tool and may ask such questions as:

- Was the activity interesting?
- Were the presenters well informed and organized?
- Were the topics and subjects studied relevant?
- Were you re-energized and stimulated by the event (or sabbatical, or conference, or study)?

Reactions from the participants provide information about the quality of the staff development activity. They will help you decide what presenters and types of activities to sponsor in the future. They can tell you whether employees were happy with the activity, which is important in evaluating whether morale can be improved through staff development. Positive reactions enhance participation in future events.

Where the purpose of staff development is primarily to improve morale, a Level 1 analysis may tell you all you need to know to justify the activity.

Often, employee morale may be improved simply by focusing on a topic of concern. Activities such as college-wide convocations or other events at the opening of the academic year which have as expected outcome the enhancement of positive attitudes towards the college, may be evaluated by sampling reactions.

Surveys, participant reports and sample interviews are three means of gathering this information. For example, you may ask participants in a workshop on multicultural issues if the presenter was informative, well prepared and if the information was relevant to their needs.

Level 2
Learning

The second level of analysis in determining the effectiveness of professional development is to measure what someone has actually learned as a result of a professional development activity. Colleges often ask such questions as:

- Did you learn new information at the activity?
- Did you learn a new strategies or approaches for your job?

Or, you may want to ask them specifically what they learned, with such questions as:

- What was the most useful thing you learned from the activity?
- What parts of the information presented can be applied in your work?
- What problems in [topic] have arisen in your job area, and what have you learned in the activity that will help you address them?
- What do you plan to actually use or adapt in your job area?

At Level 2 evaluation, you are relying on participants to describe what they have learned. Again, this information helps you know whether the staff development activity was an effective means of teaching new information and whether the participants are good learners.

If the goal of the activity is to teach people new information, then Level 2 analysis may be all you need to "justify" the staff development activity.

This level of evaluation is often done soon after the activity has taken place, but may also be done weeks later to measure retention of the new knowledge. For instance, if you wanted to know whether faculty had learned more about multicultural issues and curriculum infusion strategies, it would probably make sense to ask them what they learned after some weeks to measure the retention and understanding of the information.

Again, surveys, participant reports and sample interviews are means of gathering this information. Another possible approach may be to adapt classroom assessment techniques to identify what participants learned.

Level 3
Behaviors and Attitudes

At Level 3, you are trying to determine whether employees have changed their behaviors and/or attitudes as a result of involvement in staff development activities (ASTD, 1991). You may do this in a number of ways, some more direct and reliable than others:

- Ask the participants what changes they have made on the job.
- Ask people who work with the employee — supervisors, subordinates, students, colleagues — what changes they have seen.
- Directly observe participants to determine what changes have occurred.
- Where possible, use work measures (such as use of a new computer program) or accuracy in accomplishing work goals, to determine whether there has been a change.

At this level, you are beginning to examine real behavioral or attitudinal change—a major goal for professional development.

If the goal of the staff development activity is to cause behavior or attitude change, Level 3 evaluation may be all you need to "prove" the activity "worked."

Using the example on curriculum change, it may be measured by counting the increase in multicultural components in course outlines. A different example is measuring a college goal to improve communications by installing and ensuring wide-spread use of electronic mail.

The effectiveness of creating a positive attitude about a new system and training employees how to use the system can be measured by their reports of successes and problems in its use and the number of "e-mail" messages sent and retrieved.

Since both short and long-term changes are usually desired in a Level 3 analysis, the evaluation may be done shortly after the activity as well as months or a year later.

Participant reports, student surveys and evaluations, self-study and other institutional assessments are some means of gathering information about change in behavior and attitudes. Using scaled response formats on surveys, when appropriate, will allow you to compare information to measure the direction and amount of change.

The three levels of analysis are implicitly linked. A high quality staff development program (rated highly on "happy sheets") has a greater chance of generating learning in the participants, and new knowledge is basic to creating attitudinal or behavior change.

Level 4
Impact on the Organization and Students

At this most complex level, we measure the impact of professional development on the effectiveness of the organization. We are asking two sets of questions. One set focuses on the functioning of the institution:

- *Does the organization run more efficiently and effectively?*
- *Is morale increased among college staff over time?*
- *Is the "climate" of the campus supportive students and employees?*

- *Do people feel like they have sufficient information to do their jobs and to be involved in decision making?*
- *Is the college a pleasant place to work?*

The other set focuses on student success:

- *Are students learning what they want and need to learn?*
- *Are students more successful in achieving their goals?*
- *Are they completing programs in a reasonable time?*
- *Are they becoming better problem-solvers?*
- *Are students more confident in their abilities?*

This level of analysis requires the broadest measurement of change in both individual behavior and in organizational outcomes. It gets at the heart of staff development.

A sound Level 4 evaluation provides the strongest justification for staff development as an integral part of the effective functioning of the institution.

In determining whether professional development is having an effect, you can pinpoint where and when the staff development plan needs alteration.

Since most organizational improvements are incremental, you'll likely want to measure progress over academic terms or even years. All of the measures listed below require a "snapshot" of the organization before and after the interventions created by the professional development activities. Organizational change is measured in many ways, such as:

- a change in the results of organizational climate surveys or other surveys conducted on a periodic basis, or a change in survey results administered to staff and students before and after the professional development activity
- improved student retention, persistence, and goal accomplishment rates
- reduced complaints from employees, students, and improved community reputation
- improved diversity of students and/or faculty and staff, fewer instances of intolerance for differences
- an improved "match" between community needs, college mission, curricular offerings, and student enrollment

The good news is that much of these data have been gathered by other offices at your college — the office of research, the office of instruction, student services, or the business office. Other data are gathered for routine reports to the state or federal governments. Much of the "before" information was collected as part of your planning process and needs assessment.

In the example of the workshop on multicultural curriculum, student surveys which indicate students know more about multicultural issues, or a campus climate study which shows more tolerance for differences, or reduced instances of racism would all be measure of institutional change. The change could be in part attributed to the staff development activity.

Many, many variables impact students: their background and readiness for college, their motivation and goals, their available time and priority for college, the availability of courses and services at the college, the knowledge, skills, and flexibility of college staff and faculty, and the "friendliness" of the campus to students. Drawing specific correlations between student outcomes and professional development activities is difficult and is usually subject to influence from the other variables.

If you describe clear links between student outcomes and changes in attitudes or behaviors of participants in an activity (Level 3), and link those changes to the learning that occurred (Level 2), then you can show conceptual connections between student outcomes and the activities. You may be able to tie them to a change in faculty teaching skills or course content, and that change may have occurred due to activities such as sabbaticals, conference attendance and/or on-campus faculty workshops.

In 1992-93, Rancho Santiago College undertook a project with Golden West, Victor Valley, Orange Coast, and Saddleback colleges to study and pilot models to correlate professional development and student outcomes. The project report will provide additional Level 4 strategies related to student outcomes: two of their surveys are included in the resource section of this document.

What Level of Evaluation Should I Choose?

It depends. Don't be intimidated by the levels. Give careful thought to ways you can gather information from participants, access information about the organization over time, and what valuative methods already exist. Clarify and be very specific about the outcomes and goals for the activities — the level you use depends on those.

Enhancing morale and community feeling at the beginning of the year may only require a Level 1 evaluation, acquiring new concepts and skills a Level 2, hoped for behavior and attitude changes on the job a Level 3, and broad institutional change and improving student success a Level 4.

If you cannot define a level of evaluation analysis for the staff development activity you've planned, re-think the activity. If you can articulate why you think the activity is worthwhile, you should be able to define the expected outcome and evaluation level.

EVALUATION STRATEGIES

There are a number of possible strategies for evaluating staff development programs (ASTD, 1986). Consult with institutional research people and other staff skilled in evaluation methods for help in designing and analyzing your strategies.

The strategies listed below can be adapted for use by participants as well as by others. Using the same strategy (*e.g.*, a "behavior change survey") and asking participants and those they serve (*e.g.* an instructor who participated in an activity and his or her students) to complete the survey on the participants' behavior can yield important information for both the participant and for the staff development coordinator. Useful information can also be gathered from those who do not involve themselves in staff development (why not? no funding? no time? no interest? no relevance?).

Remember, you are evaluating your professional development activities and program, not participant performance. The information you gather is to improve your program and describe its impact.

Anonymity can be very important in completing evaluation and needs assessment information. Anonymity helps prevent overly positive evaluations and creates an atmosphere for more substantive information. However, there is value in being able to respond to individual requests for follow-up or information and to be able to ask for clarification.

Participant Reports

Participants in professional development activities may be asked to report on their experience at various times. You may ask them prior to an event about their specific expectations and needs. Immediately after an event is an excellent time to gather reaction evaluations about the activity itself that will help you plan future events. Soon after an event or as follow up at various times throughout the year, ask participants to report on:

- how events met their expectations and individual needs
- what they learned from the events
- what they expect to use in their job
- how attitudes and opinions changed and what they actually did, and
- what impact did their changes have on students and the organization.

Classroom Assessment Techniques

In addition to being an excellent way of gathering information from students, classroom assessment techniques may also be adapted for to evaluate certain staff development activities. The participants in an activity are the "students." Ask questions such as: What was the most important part of this activity? What was the least important part? What would you like more of? Less of? What did you learn that might be applied in your job? What unanswered questions do you have?

Surveys

Surveys are commonly used to gather information and opinions from a wide variety of people. They can be used as needs assessments and as evaluation tools—the same document can be modified to use for both, which greatly eases both the evaluation and assessment process. Accreditation self studies, campus climate surveys, needs assessments for your program, and other ongoing surveys and evaluations are useful as "benchmarks". By comparing results over time, changing needs and a changing organizational culture provide important information about the effectiveness of your staff development program. The same survey results can provide needs information as well as evaluation data.

Construct surveys carefully to ensure that you are truly asking what you want to know. Relate your questions to the outcomes you have defined by considering the four levels. Pilot test surveys with a small group to see if your survey questions mean the same to them as they do to you, and ask for additional suggestions from them.

Surveys can be open-ended or use different "multiple choice" formats. An open-ended survey asks the staff member to provide his or her own answer to the question, as does an essay exam. This type of survey gathers the most varied information; however, analysis of the results can be very time consuming to analyze, and costs and turn-around time are important considerations.

Closed-ended surveys are developed from an analysis of other available information. In closed-ended surveys the staff member is asked to select from among a list of responses provided on the questionnaire. The questionnaire must be designed carefully and comprehensively because, to a large extent, you structure the results by the questions and the answer selections. Again, turn-around time and analysis costs should be considered.

Surveys may also incorporate the Delphi technique. An initial survey is administered and analyzed to identify areas which are considered important. Results are used in subsequent survey(s) to further refine the priorities of opinion and/or consensus, and to establish a

ranking of items such as needs or concepts learned and applied.

Institutional Data

Most colleges routinely generate term reports on student retention, completion and placement, student and staff diversity, and program efficiency (*e.g.* number of students per class). If your program goals are to improve college effectiveness or efficiency, examining these data over several terms or years can tell you whether change has occurred.

Focus Groups and Interviews

Focus groups (group interview and discussion) are becoming more popular as both needs assessment and evaluation techniques. Eight to twelve people who have something in common discuss their thoughts and attitudes on a topic under the guidance of a moderator.

Focus groups require careful planning of the few interview or discussion questions plus a willingness on the part of the moderator to be flexible in following leads and areas suggested by the group. Transcripts are analyzed for trends, and reports contribute to both evaluation and needs assessments.

A staff development representative could meet with department chairs, a department or division, the faculty senate, or a standing committee to ask questions and listen to their assessments of past activities, their effects, and remaining needs.

Questions for focus groups may parallel the four levels of evaluation:

- What was positive or negative about the activity?
- What were the most important things learned? What else would you have liked to learn?
- What changes have occurred as a result of the activity? What more might be needed?
- What is the impact on the organization? Are students noticing or responding to the changes?

Phone or in-person interviews may be an excellent way to gather qualitative information on needs or on the impact of an activity. While time-consuming, interviews can provide a great deal of information because you are able to immediately ask for clarification and explore interesting comments.

Professional Consultants

Professionals with expertise in areas you want evaluated may be asked to observe, critique, and provide feedback on certain aspects of the program.

Observations

Sometimes, simple routine observations, such as those that occur as part of evaluations or program reviews, will indicate change in behaviors that may have occurred because of the program.

Control groups

Often have several people from the same job area who do not participate in a professional development activity. Specially designed questionnaires or observations may be conducted to determine if there are differences between those who participated and those who didn't.

APPLICATIONS and ACTIVITIES

At some colleges, the term "staff development" may refer only to activities funded with special monies for that purpose. However, other activities that institutions routinely offer are also forms of staff development and can be evaluated using the methods described in this handbook. These include such activities as conference travel, individual contracts for faculty on leave time such as sabbaticals, workload reductions, or special inservice days (called "flex" days in California), and special workshops to groups of employees on topics relevant to their work. Below are some ways to plan for evaluating each of these types of activities.

Conference Attendance

The criteria for approving faculty requests for funds may include identifying the relationship between the individual goals and program and/or institutional goals. The criteria may include a description of the benefits to be gained from conference attendance as well as a description of how the attendee is to communicate or implement these benefits. Will he or she develop new class material, do a workshop for colleagues, or apply new skills to college-wide tasks such as improving recruitment, etc.? Some of the same issues raised earlier in this handbook apply: Are the benefits to the individual only, to his or her department or division, or to the students? The "benefits" are really the staff development objectives, and evaluation can determine whether the benefits do occur as well as their significance.

Evaluations of conference attendance benefits might also consider such things as increased contacts with colleagues, contributions to regional or national leadership, and exposure to new ideas and reinforcement of training, all of which may be important for the college. Sometimes these are the main purposes for conference attendance and are the only ones to be evaluated. But as dollars for staff development become more limited, institutions may link conference attendance to desired changes in individual knowledge or behavior, departmental knowledge and practice, or student outcomes.

Individual Contracts

For sabbaticals and college in-service ("flex") days, individuals often select independent development activities, and it is not unusual for the culture or precedent at a college to allow the individual alone to define his or her goals. Evaluation of this kind of activity includes whether the individuals' experiences allowed them to achieve their goals and whether the activity complements or ties in with program or college goals. Again, as with conference attendance, limited funds may force closer ties between individual and college goals.

Again, the best way to evaluate this activity is to develop an individual contract that asks specific questions about the goals or objectives to be pursued: What does the individual want to learn or produce (articles, books, course guides, etc.)? How might this activity benefit the program, college or the students? The proposed benefits will help you define the kind of post-activity evaluation. If student learning is to be improved, your ultimate measure of the development activity will include a measure of improvement in student learning.

Workshops

Institutions often conduct special workshops for groups of employees with similar needs. Examples include training in supervision for new managers or classified supervisors, training in health and safety for groundskeepers or other laborers, training in board procedures for new trustees, an explanation of personnel law for mid-managers, customer-service training for staff working at any student-contact points. In designing an evaluation for any of these activities, first define the level of the activity's goals: is it to impart information, change employee attitude or behavior, change the institutional climate, or change student outcomes? Someone has given thought to the need for the topic and the groups to be included — clarify the reasons why the workshop is offered, and your goals and evaluation questions will follow.

Theme-Based Programs

Workshops, conferences, and in-service training days often are comprised of a set of activities organized around a specific theme. In this case, it is possible to think of two kinds of evaluation activities. The first would evaluate the objectives for each activity using Levels 1-4 as the framework for developing the evaluation. The second kind of evaluation would be to consider whether all the activities in the set accomplished the overall goal for the set, and which activities were most effective at so doing.

You may ask such questions as: What was the overall goal of the workshops (conference, training days)? Which events were designed to achieve improved knowledge? Which were designed to change employee behavior? Which were intended to impact student outcomes and in which ways? To compare the effectiveness of different activities in the set, similar evaluation designs can be used and results compared. For example, two activities designed to improve employee understanding of the new Americans with Disabilities Act (ADA) could be evaluated using identical tests of knowledge gained, and the results compared to determine which activity had the greatest impact on knowledge.

IS ALL THIS POSSIBLE?

Staff development evaluation may seem like an overwhelming task. Below are some suggestions that may help make it possible and feasible. Do what you can depending on your resources and time, and remember, proving that what you are doing is effective will help you obtain more resources and time. (A 1992 survey of California staff development officers revealed that the time reassigned to staff development and staff support is going down, but responsibilities are going up).

Where to get help?

Use assessment and evaluation processes already in place, such as accreditation surveys and program reviews. Make sure your committee members all take an active role: identify specific tasks for them. Delegate.

Ask for help from college staff members interested in classroom and institutional research. If you have a person responsible for institutional research, ask for their help in designing your evaluation process. The institutional researcher will be very interested in measuring organizational changes over time.

Faculty in many areas are conducting research on the effectiveness of their teaching. Capitalize on their interest in assessing student learning. The public information officer may be able to help you put together a survey and certainly has expertise and interest in marketing the positive results of your programs. Student service personnel often have a high interest on student retention and campus climate, and they may be very helpful in providing data and helping evaluate some of your programs.

How much information do you need?

Keep it simple. Will you really use all the information you gather? If you are not going to use the information to make decisions, improve the program, and/or complete any required reports, don't gather the information.

Focus on: Did the activity do what you and the participants hoped? How do you know? If not, why not, and how could it be done better?

Who needs to evaluate the program?

Some activities, such as sabbaticals and individual development contracts, require evaluations from all participants; others may be evaluated by a sampling of the participants. If you use a sample, make sure it is representative of all those who attended the activity.

You may want to recruit a small number of volunteers for some evaluation strategies, particularly those that involve follow-up at the third and fourth levels, and to keep in touch with them over time in evaluating their use of what they learned from the activity.

Keep in mind that the kind of goals and objectives and the level of evaluation determine who you ask. If you are looking at the impact on students, you'll be working directly with students and student outcomes, and well as with those who participated in the activity.

Do you need to evaluate everything?

While it may be ideal to evaluate all of your programs, for all practical purposes, there isn't enough time and resources to do so. Therefore, develop an evaluation timeline, and focus on a few areas each year. Pick a type of activity, (such as on-campus workshops or conferences), or a theme (such as all activities which focus on teaching excellence, or improving campus climate, or use of technology) to evaluate. Choose areas which directly relate to college goals or a staff development theme for the year. Or, if there have been questions about the worth of a certain type of activity, such as conference and travel, evaluate all conference attendance.

Evaluation begins at the beginning.

Evaluation will be easier if what you and the participants hope for or expect — the goals and objectives — are identified in:

- marketing and publicity material
- handouts and agendas related to the activities
- applications and registration forms for the activities (include space for your anticipated results and what the participant wants.)

Generally, your energy at the end of an activity will be focused on planning the next set of activities: it will be easier to look back at an activity if you have incorporated some evaluation as an ongoing part of your planning.

How do you reduce the paperwork of evaluation?

If expected results are stated on the form used to register or apply for a professional development activity, the same form, or portions of it, can be used to evaluate the seminar by asking the question at the end of that activity, "Did this happen?" (Also ask questions regarding unexpected outcomes — those can easily be as important as the hoped-for results). The same form, or portions of it, may be used as a follow-up evaluation after some time has passed, adding questions related to actual behavior or attitude changes and their impact on the organization or students.

How do you encourage a high rate of participation?

People will be more willing to participate in the evaluation process if they are listened to, their recommendations are taken seriously, you report the results of any program modifications back to them, and the process is not time-consuming.

Should the evaluation form be tailored to each activity or generic for use through the whole program?

Standardization allows comparisons over several years or between groups, and some questions on your evaluation may remain the same over time. Each activity will have some tailored information that relates to its specific goals, expected outcomes, and participant needs.

How do you tabulate and analyze evaluation data?

Design your survey questions so that some answers can easily be tabulated with yes/no, five to 10 point rating scales, letter grades, or ranking questions. Be sure you keep your design very simple.

Set up a system for collecting data over time, so the long range impact can be evaluated. The system may coincide with institutional self-studies, long-range planning or program review activities: work with the people responsible for those areas.

What documentation should you save?

The purpose of evaluation is to improve decision making, planning and accountability, not to keep records for their own sake. Keep copies of reports you send to a state or district office, background notes used in the preparation reports, documentation of the evaluation process, committee minutes and background information on which you based your planning. Once you count, discuss, summarize, or otherwise use participant reports, throw them out. Leave enough information so that someone else knows how you drew your evaluation conclusions.

EVALUATION REPORTS

Well-prepared reports of staff development activities and successes will help create support for the program. Districts and state systems may require reports: the state of California requires a report of activities, expenditures and performance outcomes for activities funded by the special state fund. The outline below describes the data needed and provides a structure for the report.

a. Program goals and priorities and how they were established

b. A list of activities and relationship to goals and outcomes

c. Level of participation

d. Use of time, staff, or funds

e. Cost effectiveness (# of people served per dollar)

f. Level of participant satisfaction (Level 1)

g. Impact on the participants (Levels 2 & 3)

h. Impact on specific programs (Levels 2, 3, and 4)

i. Impact on the institution, including the students (Level 4)

j. Recommendations for program change as a result of evaluation

Ideally, evaluation reports should include data from the reaction level to the institutional results level. Few programs are ideal—time and resources limit what can be done. It is nevertheless important to clarify the program's expected outcomes and to understand and refer to the different levels in reports.

Think about the simplest and clearest method of reporting the outcomes. Tables, graphs, and charts with a brief narrative are often much clearer than an extensive report. Make your report clear, persuasive, and concise. Develop a brief, standardized format for summaries that ties narrative information to institutional or state goals. Some anecdotal evidence or quotes will add interest to the report but are not a substitute for summaries of outcomes.

It is helpful to look back at previous reports and compare similar items for analysis. For example, what has the participation rate been for the last five years? What has the trend been in funding over the same period? What is the impact on the institution? If you claim impact, provide evidence.

Save back-up documentation that will help you prepare next year's report more easily. How did you compute the figures in your report? Did your figures include full- and part-time faculty, day and evening? Which departments participated? Did you include overhead costs or the costs of staff time in your budget report? Document questions or concerns you had in preparing the report to help in gathering information in the future. If you will not be preparing the report in the future, make sure your successor can understand your notes.

Summarize the process used in evaluation, and keep records of the process (interviews, surveys, participant reports, committee discussions, measures of organizational change over time, complaint frequency, etc.) Answer the questions:

- What did you measure?
- How did you measure it?
- What does the information say about the effectiveness of the staff development program?
- How does that change or reinforce the program?

Use the information you have gathered in as many ways as possible. Foster support for the program by distributing brief, readable summaries showing how it contributes to the effective functioning of the organization and how great the benefits were for college staff, trustees, and the institution as a whole.

A sound evaluation and wise use of the results will ensure that training and development does what it is designed to do. It will help the college be a more effective institution for the students and the community.

IMPROVING YOUR PROGRAMS: USING YOUR DATA

Two essential purposes of evaluation are to improve the effectiveness of your staff development program and to plan the next activity or cycle. Below are several possible questions to ask at each of the four basic levels of analysis.

Questions

Level 1 Evaluation Results

- Are the professional development activities well received and well planned?
- What, if anything, needs to change in the publicity and planning for the activities?
- Are the links between the different professional development approaches at the college publicized?
- Are people aware of the goals and outcomes for all of the activities?

Level 2 Evaluation Results

- What did participants learn from the activities?
- Was it what they and the program planners hoped they would learn?
- If not, what further activities or formats could enhance that learning?
- If not, were the right questions asked in assessing need?
- If so, do you need to do more of the same for new groups of people, or have you satisfied the need?

Level 3 Evaluation Results

- What changes did the participants implement as a result of the learning?
- Were those changes the ones desired by the participants and program planners?
- If not, what needs to be done so that learning is translated into action, if that is the goal?
- If so, do you need to do more of the same for new groups of people, or is the need satisfied?

Level 4 Evaluation Results

- What changes occurred in students or in the overall functioning of the college as a result of the changes implemented by the participants?
- Are the changes the ones desired by the participants and program planners? If not, what else might be affecting students or the environment?
- Are those factors able to be addressed through professional development, or are they beyond the scope of your program?

Results from All Levels of Evaluation

- What was the cost effectiveness of the activities?
- Were they the best use of people's time and resources?
- How can the participation rate be increased?
- Are people aware of the benefit to them and how the activities meet their interests and needs?
- Do the activities, in fact, meet the interests and needs of the college staff and trustees?

Get in the habit of continuous evaluation. Constantly ask whether the program is effectively designed to achieve its outcomes and what impact it is having on individual and institutional goals.

Try to review the evaluation information as soon as it is gathered. Sit down as soon as possible after an event to debrief and to determine if there are information gaps. Analyzing the information includes reviewing the data you have collected, drawing conclusions, and planning how to incorporate findings into the program. If you distribute reports on results from this process, focus on the changes you will make in the program.

The evaluation results tell you if your program was effective in meeting the outcomes and what led to success or need for improvement. They will also help you identify additional training and development needs.

Your evaluation strategies and results can be used as needs assessments for future planning.

PLANNING and EVALUATION CYCLE CHECK LIST

☐ What are the needs, how were they determined, and how do they relate to the college goals? _____

☐ What changes (or outcomes) do you want to produce to meet the need, and what levels of change are you looking for?

☐ What activities might produce those outcomes and meet those needs? _____

☐ Develop the activity (include dates, times, location, estimated costs, responsibilities). _____

☐ How do you find out if the desired outcomes (both individual and institutional) at the targeted levels were achieved?

☐ What happened? What were the outcomes, both desired and serendipitous? _____

☐ Which individual program, institutional or state goals were met? _____

☐ Is there more need (should you offer again, modify, offer follow-up)? _____

☐ Who gets the evaluation reports? _____

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RESOURCES

Examples of Evaluation Formats and Forms

1. **College Goal Statement**

   Golden West College's "1992-93 Human Resource Development Plan" includes a statement that all funded staff development activities must relate to college goals.

2. **Staff Development Program Goals**

   A goal for the staff development program is stated as well as the activities which support that goal, Golden West College.

3. **Campus Climate/Needs Assessment Survey**

   Sacramento City College's "Human Resources Development Survey" includes questions asked annually to measure change over time, and questions on specific development needs.

4. **Application for Staff Development Funding**

   Golden West College's application for funding for staff development includes information that facilitates evaluation.

5. **A-C. Participant Evaluation Forms: On Campus Workshop, Levels 1-4**

   Examples of evaluation forms on specific objectives of a team building workshop at all four levels, adapted from forms developed by Gordon Watts, North Arkansas College.

6. **Participant Evaluation Form: Levels 1-3**

   Evaluation form used by Golden West College.

7. **Participant Evaluation Form: Workshop/Conference Levels 3-4**

   Follow-up form for conferences and seminars, Glendale College.

8. **Participant Evaluation Form: Individual Project.**

   The form asks questions related to Levels 2-4, Orange Coast College.

9. **Program Results: Examples from College Reports.**

   Selected performance indicators reported to the CCC Chancellor's office are listed.

10. **Goal and Activity Evaluation Report**

    Example from College of Marin Program Review, 1992, includes quantitative and qualitative self reports from faculty and student reports.

11. **Workshop Evaluation Results**

    The graph summarizes the reports of Level 3 changes made by participants. Solano College.

12. **Faculty Evaluation Survey**

    The survey assesses Level 3 changes in areas related to desired student success indicators, Rancho Santiago College Consortium.

13. **Student Survey**

    The survey asks students to assess their success, and parallels the faculty evaluation survey, Rancho Santiago College Consortium.

1. College Goal Statement

Golden West College Human Resource Development Plan, 1992-93
Goals of the College Plan

Staff development is an integral part of the overall organizational development of the College. In complying with the authorized uses of AB 1725 funds, the Golden West College Human Development Resource Plan will meet the mission, goals, and objectives of the College Plan by continuing to promote student success. All applications for AB 1725 funding must address one or more of the following GWC goals:

Goal No. 1 — Quality Education

To provide high quality courses and programs leading to transfer, occupational development, and individual and community enhancement goals.

Goal No. 2 — Student Success

To support individual student success through student support services and educational services.

Goal No. 3 — Institutional Evaluation

To support a system of comprehensive program review.

Goal No. 4 — Community Involvement

To promote involvement of faculty, staff,and students in the community and involvement of the community in Golden West College, for example: public and private schools, community organizations, business and industry, government agencies, international students and agencies, underrepresented groups, the disabled, senior citizens, re-entry and career change individuals.

Goal No. 5 — Campus Environment

To provide an aesthetic and cooperative environment to enhance learning and the development of individual worth and integrity.

2. A Staff Development Program Goal

Golden West College, Human Resource Development Plan, 1992-93

Goal #3: **To promote a caring campus community through training and development that promotes morale, collegiality, and creativity.**

Objective #1: To promote and maintain a safe physical environment.

3.1 CPR and CPR-Recertification Training

Workshops to provide initial training and to recertify those persons who were trained in January 1991 will be held in January 1993.

Funding Source: AB 1725; Safety Committee

3.2 Workshops on Environmental Health and Safety

Training modules will be made available on such topics as:

Chemical Hygiene Training
Crime Prevention Strategies and Techniques
Fire Extinguisher Use and Safety Training
Hazardous Waste Management
Illness and Injury Prevention Training
Preparedness Drills for a Campus-wide Disaster
Sexual Harassment Prevention Training
Vocal Wellness Training

Occasional campus-wide workshops will be scheduled. Departments and divisions are encouraged to inquire about having these training modules tailored to needs of their unit and offered by arrangement.

Funding Source: N/A

Objective #2: To build morale and collegiality within work units and campus-wide.

3.3 Discipline and Department Workshops On and Off Campus

Individual and groups of disciplines and departments may arrange for workshops of one-half to two days in length that implement their area plans. Funding of outside speakers or consultants may be included. Funding will be limited to program costs. The discipline or department will prepare a summary for the *College Development Newsletter* following their workshop.

Funding Source: AB 1725; Institute for Professional Development (IPD)

3.4 Orientation and Campus Tours for New Employees

Orientation and a campus tour for new faculty members will be offered in August prior to the beginning of the academic year. Occasional orientations and campus tours will be conducted quarterly for classified staff, administrators and supervisors as warranted.

Funding Source: N/A

3. Campus Climate/Needs Assessment

Sacramento City College Human Resources Development Survey, Spring, 1992

Background

In 1988, the Academic Senate established the revitalization of staff development as their number one priority for 1988-89. In addition, an institutional study on goals and objectives found staff development a top-ranked priority of Sacramento City College. A faculty member was given President's reassigned time to form the Human Resources Development Committee. In June of 1989 this committee, which included representatives from classified staff, faculty, and administrators, developed a needs assessment instrument (the Human Resources Development Survey) which was distributed to all SCC staff and was then used to develop the 1989-90 Human Resources Development Plan.

The HRD survey is administered annually to evaluate the current year's staff development activities, assess campus climate, and structure the staff development plan for the following year. Section one of the survey (concerning the campus developmental climate) remains the same each year in order to compare responses from year to year; however, the remaining sections are subject to change in response to the current concerns and issues identified by the Staff Development Committee members.

Survey Cover Letter

Dear Colleagues,

The Office of Planning, Research and Development and the Staff Development Committee are conducting this survey as part of our goal to provide an effective staff development program. Your feedback is extremely important and will help us plan future professional development activities and further develop the Staff Resource Center.

Please take a few minutes to complete this survey and return it to the Office of Planning, Research and Development in the envelope provided. Thank you for your interest in the collegiality and climate of our campus. Your cooperation is greatly appreciated.

We would like to have your response **no later than May 1.**

Sincerely,

Carol R. McKenzie, Ph.D., Director
Planning, Research and Development

Walt Sherwood, Director
Staff Resource Center

Sacramento City College
Human Resources Development Survey

Development Climate

The following questions pertain to all SCC staff. Please circle the letter for the response that most closely represents your position.

1. How informed are you about what is going on at Sacramento City College (campus-wide)?
   a. Very well informed
   b. Fairly well informed
   c. Somewhat informed
   d. Fairly uninformed
   e. Very uninformed

2. Do you have real opportunities to make suggestions for improving services at SCC?
   a. Very often
   b. Fairly often
   c. Occasionally
   d. Seldom
   e. Not at all

3. Does your current position challenge you and require the use of your skills and abilities?
   a. Very often
   b. Fairly often
   c. Occasionally
   d. Seldom
   e. Not at all

4. How successful do you feel the college is in serving its students?
   a. Excellent
   b. Good
   c. Fair
   d. Poor
   e. Very poor

5. How would you rate the college in terms of encouraging and assisting you to develop your skills and abilities?
   a. Excellent
   b. Good
   c. Fair
   d. Poor
   e. Very poor

6. In practice, how much of a commitment does the college have to hiring people who represent the diversity of Sacramento's population?
   a. A very strong commitment
   b. A fairly strong commitment
   c. A fairly limited commitment
   d. No real commitment

7. Do women receive equal recognition, respect and opportunities for advancement at this college?
   a. Definitely yes
   b. Generally yes
   c. Usually not
   d. Definitely not

8. Overall, how would you rate your employment experience at this college?
   a. Excellent
   b. Good
   c. Fair
   d. Poor
   e. Very poor

9. Do you feel that resources are adequate to maintain high standards at your work?
   a. Always adequate
   b. Usually adequate
   c. Usually inadequate
   d. Always inadequate

10. The opportunities for career advancement at this college/district are:
    a. Excellent
    b. Good
    c. Fair
    d. Poor
    e. Very poor

11. Which of the following has been the biggest factor in limiting your participation in staff development activities (workshops, in-service training, conferences, etc.)?
    a. Not excused from regular work duties
    b. Activities are not related to my work or my interests
    c. My work schedule interferes with participation
    d. See no value in such activities

12. How would you rate your physical work environment in terms of comfort and safety?
    a. Excellent
    b. Good
    c. Fair
    d. Poor
    e. Very poor

Evaluation:

The following questions pertain to **all SCC staff** and will provide us with feedback on our staff development activities thus far. Please check or circle your response to these questions. We appreciate any additional comments you wish to make.

1. Which of the following Staff Development or SRC-sponsored or funded activities did you participate in during the 1991-92 school year? (Please check all that apply.)

___ a. On-campus Flex Day workshops and activities
___ b. Individual ("in-lieu") Flex activities
___ c. On-campus non-Flex workshops/conferences
___ d. Off-campus workshops/conferences
___ e. In-service training
___ f. Professional Development/Sabbatical leaves
___ g. Reassigned time
___ h. Teleconferences
___ i. Other (please specify) _____

2. How would you rate the overall quality of the activities you participated in?

5 4 3 2 1
(Excellent) (Very Poor)

Comments:_____

_____

3. How useful was the information presented in these activities as it applies to your job duties?

5 4 3 2 1
(Very useful) (Not useful)

Comments:_____

_____

4. Have you noticed any impact of staff development activities on your job performance?

5 4 3 2 1
(Great impact) (No noticeable impact)

Comments:_____

_____

5. List 2 ways you think Staff Development activities (including Flex Days) have contributed to the success of our students.

_____

_____

_____

6. Please list any additional activities which you feel would lead to improvement in the way you perform your job.

_____

_____

_____

Staff Resource Center/Flex Day Activities:

The following questions pertain to **all SCC staff** and specifically apply to the Staff Resource Center (SRC) and Flex Day activities.

1. How informed are you about the functions, activities and purpose of the SRC on campus?

5	4	3	2	1
(Very informed)				(Very uninformed)

2. Are you aware that the SRC publishes a newsletter?

___ Yes ___ No

IF YES, do you feel the SRC newsletter is informative and useful?

___ Yes ___ No

3. How satisfied were you with the Flex Day Activities Schedule in August 1991 and January 1992 as far as quality, quantity and variety of activities?

	Very satisfied				Not satisfied
Quality:	5	4	3	2	1
Quantity:	5	4	3	2	1
Variety:	5	4	3	2	1

4. One purpose of Flex Day Activities at SCC is to provide an opportunity for all segments of the campus community to join together for activities such as the Annual Celebration of Excellence, guest speaker (Phil Eisenberg), and Faculty Lecturer (Tom Bruce). (If you did not attend any of the following, please circle NA.)

	Very satisfied				Not satisfied	
How satisfied were you with the Celebration of Excellence?	5	4	3	2	1	NA
How satisfied were you with the guest speaker?	5	4	3	2	1	NA
How satisfied were you with the Faculty Lecturer?	5	4	3	2	1	NA

Individual ("In-Lieu") Activities:

The following questions pertain to **Faculty only**.

1. Are you aware of the option of participating in individual (in-lieu) activities to fulfill your Flex Day (Instructional Improvement) requirement?

   ___ Yes ___ No

2. Have you participated in any individual (in-lieu) activities?

   ___ Yes ___ No

3. Do you plan to participate in any individual (in-lieu) activities in the future?

   ___ Yes ___ No

4. Are the procedures for participating in individual (in-lieu) activities clear?

   ___ Yes ___ No

Professional Development (Type B Leave) and Sabbatical Opportunities:

The following questions pertain to **Faculty only**.

Are you aware of Professional Development/Type B Leave and Sabbatical opportunities at SCC?

___ Yes ___ No

R-40

Have you ever applied for either a Professional Development or Sabbatical leave at SCC?

___ Yes ___ No

If not, why not?_____

_____

Demographics:

The following items pertain to **all SCC staff**. The information in this section is intended only to aid in determining the activities and programs that would benefit different segments of the college; it will not be used to identify individual respondents. Please check the response that most accurately describes you for each of the following items.

1. Age:
   - ___ 30 and under
   - ___ 31 - 40
   - ___ 41 - 50
   - ___ 51 - 60
   - ___ 61 and over

2. Sex:
   - ___ Female
   - ___ Male

3. Years of service in the Los Rios District:
   - ___ 0 - 2
   - ___ 3 - 5
   - ___ 6 - 10
   - ___ 11 - 20
   - ___ 16 - 25
   - ___ 21 - over

4. Type of position:
   - ___ Certificated
   - ___ Classified
   - ___ Management

5. Full-time, part-time or temporary position:
   - ___ Full-time
   - ___ Part-time
   - ___ Temporary

6. Day or evening assignment:
   - ___ Primarily day
   - ___ Primarily evening

7. On-campus or off-campus assignment:
   - ___ Primarily on-campus
   - ___ Primarily off-campus

8. Area of primary assignment:
   - ___ Administrative services
   - ___ Instructional Services
   - ___ Student Services

Comments and Suggestions:

Thank you!

Please return this survey to Carol McKenzie, Director, Office of Planning, Research and Development (RN277) no later than May 1. Your feedback is important!

4. Application for Staff Development Funding

Golden West College, AB 1725 Staff Development Fund, Application

Name _____ Phone Ext._____

Employee Group (check one): ___ Adjunct Faculty ___ Classified ___ Full-Time Faculty ___ Manager

Description of proposed Staff Development Activity: _____
_____
_____
_____

Date(s) of Proposed _____

Funds Requested (Check all that apply):

$_____ Support Staff	$_____ Tuition	$_____ Book/Supplies	$_____ Presenter
$_____ Substitute	$_____ Registration	$_____ Equipment	$_____ Meals
$_____ Transportation	$_____ Lodging	$_____ Consultant Fee	

$_____ Other _____

TOTAL DOLLAR AMOUNT _____

1. To the best of my knowledge, have other funds (i.e., IPD, EDAF) been used in the past to fund this activity? _____ Yes _____ No _____ Unsure
2. Have you made requests to other sources to fund this activity? _____ Yes _____ No
   If yes, identify _____
   _____
3. What is the specific objective(s) of this proposed activity? _____
4. How will you verify that the objective(s) have been met? _____
   _____
5. How does this activity address your area _____
   _____
6. How does this activity address the college theme, "Discover New Worlds — Go West?" _____
   _____
   _____
7. How do you intend to actively share (e.g., flex workshop, brown bag presentation, written report) what you learn from this proposed activity with colleagues or the campus at large? Be specific.
   _____
   _____
8. Which of the following AB 1725 guidelines will the proposed project meet? (Check as many as apply.)

_____ A. Improvement of Teaching	_____ E. Intersegmental Exchange
_____ B. Knowledge/Skill Maintenance	_____ F. Development of Innovations
_____ C. In-Service Vocational Training	_____ G. Computer and Technology Proficiency
_____ D. Retraining for Instructional Needs	_____ I. Other

Applicant's Signature _____ Date _____

RETURN THIS FORM TO THE COLLEGE DEVELOPMENT OFFICE (HUMANITIES 108)
(OVER)

AB1725 Staff Development Fund Application
Discipline Workshop Supplemental

9. How will this activity impact students? _____

_____

_____

_____

_____

_____

_____

10. Number of participants by work group:

#___ Faculty #___ Adjunct Faculty #___ Classified

#___ Managers #___ Others

11. Has your discipline/area received funding for a retreat/workshop in previous years?
___ Yes ___ No If yes, when? _____

12. You may add additional information which may help the committee evaluate this proposal.

_____

_____

_____

_____

_____

_____

_____

5-A. Participant Evaluation Form, On Campus Workshop

North Arkansas Community College
Participant Evaluation Form for Reaction (Level 1) and Learning (Level 2)

WORKSHOPS
TEAM BUILDING FOR EDUCATION

Part I. Please rate your ability to do the following both before this Inservice Development Program and now by circling the appropriate number.

1. Evaluate your basic preferences in perception and judgment as applied to decision making.

Before IDP	very well	7	6	5	4	3	2	1	not at all
Now	very well	7	6	5	4	3	2	1	not at all

2. Diagnose the kinds of decisions to be made, the resources available, and the best group process to use.

Before IDP	very well	7	6	5	4	3	2	1	not at all
Now	very well	7	6	5	4	3	2	1	not at all

3. Determine how best to use individual resources within the group process.

Before IDP	very well	7	6	5	4	3	2	1	not at all
Now	very well	7	6	5	4	3	2	1	not at all

Continue to list all of the expected results and objectives for the workshop topics.

What other competencies did you learn or ideas did you gain at this workshop?

Part II. Circle the number which most nearly represents your overall evaluation of this workshop.

1	2	3	4	5	6	7
Poor		Fair		Good		Excellent

Part III. What were the major strengths of this workshop design?

What weaknesses did you perceive in this presentation?

What changes would you recommend?

Please include any further specific comments you may wish to share.

5-B. Participant Evaluation Form, On-campus Workshop

North Arkansas Community College,
Participant Evaluation Form for Behavior (Level 3) and Results (Level 4)

WORKSHOP FOLLOW-UP EVALUATION
TEAM BUILDING FOR EDUCATION

An underlying assumption of most workshops is that the participants will in some way utilize the information that is presented. In a competency-based workshop program such as ours, it is helpful to know whether or not and to what extent you have been able to utilize the competencies that you learned. In an effort to determine that, I would like you to complete this questionnaire. Thank you.

1. Which of the following competencies have you been able to utilize in your work since the workshop?

_____ a. Evaluating your basic preferences in perception and judgement as applied to decision making.

_____ b. Diagnosing the kinds of decisions to be made, the resources available, and the best group process to use.

_____ c. Diagnosing the forces in themselves as decision makers, the forces in the group and the forces in the situation in order to employ a more effective leadership style.

_____ d. Evaluating the advantages and disadvantages of group decision making.

_____ e. Determining how best to use individual resources within the group process.

_____ f. Applying planning and change processes to resolve conflict.

_____ g. Identifying sources of resistance to change within an organization.

_____ h. Applying consultative skills with organizations.

2. What happened, if anything, as a result of having utilized any of these competencies? Please indicate which competency you used and the outcome.

3. Any other comments?

5-C. Participant Evaluation Form, Workshop

North Arkansas Community College,
Participant Evaluation Form for Results (Level 4)

WORKSHOP FOLLOW-UP EVALUATION
TEAM BUILDING FOR EDUCATION

We are interested in finding out what kinds of results or outcomes have occurred to you or have occurred in your job setting from having participated in the "Team Building for Education Workshop." For example, an instructor attending a workshop on improving classroom tests may utilize the information to change some test which results in fewer students complaints about the tests or better performance on the test.

1. What have the results or outcomes for you from having utilized skills and competencies developed in the "Team Building for Education"workshop?

2. Any other comments?

6. Participant Evaluation Form

Golden West College,
Participant Evaluation Form, Reaction, Learning, Possible Behavior Change (Levels 1-3)

Return this evaluation form within five (5) working days after the approved activity. Your complete and timely return of this form may be a factor considered in your future funding requests.

Name _____

Description of Activity _____

_____ Date(s) of Activity _____

1. If you were giving the activity a grade, what would it be?

   ___ Excellent ___ Good ___ Fair ___ Just Passable ___ Unsatisfactory

2. Would you recommend that funding be used for this activity in the future? ___ Yes ___ No

   Please explain _____

3. What one thing did you learn from this activity that will result in your doing something different in your work?

   _____

   _____

4. Identify one specific outcome your participation in this activity will have on student success.

   _____

   _____

5. Now that you have participated in this activity, what revisions will you make in the way you will disseminate information or skills that you learned to your colleagues, departmentally or across the campus? Be specific.

   _____

   _____

6. Will you be willing to facilitate a workshop on this subject through the Staff Development Office?

   ___ Yes ___ No ___ Unsure. If yes, describe what kind of activity will be most appropriate.

   _____

   _____

Information about your participation in this activity may be included in the *College Development Newsletter*. Please provide information on the back of this form that you would like to have included.

COMPLETE AND RETURN THIS FORM TO THE STAFF DEVELOPMENT OFFICE
WITHIN FIVE (5) WORKING DAYS AFTER THE ACTIVITY

7. Participant Evaluation Form, Workshop/Conference

Glendale Community College,
Example of a Participant Evaluation Form for Behavior (Level 3) and Results (Level 4)

FOLLOW-UP EVALUATION OF CONFERENCE/SEMINAR

Name _____

Title of Conference/Seminar _____

Location _____ Date _____

Please check all answers that apply, and supply the requested explanatory notes if information is available.

Part 1. What positive changes in the delivery of services were made based on information gained from the conference or seminar?

Classroom Instruction

___ Information was used to enrich classroom lecture or augment discussion
___ Course content was modified or updated (list course and number) _____
___ Teaching techniques were changed (specify; e.g., new methods for eliciting student response, different ways of presenting materials, etc.) _____
_____
___ Testing techniques were changed (specify; e.g., cumulative examinations replaced with smaller unit tests; objective tests rewritten to require critical analysis rather than memorization of facts; sample essay examination topics used by students for study, etc.)
_____
_____
___ Other (specify) _____

Instructional Support

___ Academic counseling was improved (specify; e.g., group tutorials initiated, at-risk students identified earlier, etc.) _____
_____
___ Career counseling was improved (specify; e.g., improved coordination of counseling and placement services)
_____
___ Processing of student paper work was improved (specify; e.g., applications, records, etc.)
_____
___ College operations affecting students were streamlined (specify; e.g., publication of safety manual, "quick" purchase option for instructional materials, etc.) _____
_____
___ Other (specify) _____
_____

Suggestions or additional needs for positive changes in the delivery of services:

Please complete Part 2 on the reverse side.

Part 2. What measurable changes in student outcomes resulted from application of the information gained from the conference/seminar?

Improved critical thinking abilities of students demonstrated by

___ better analyses and understanding of reading and lecture material
___ improved written assignments
___ more depth in classroom discussions
___ improved intercultural understanding (recognition of bias, prejudice, discrimination, and propaganda)
___ increased ability to make interdisciplinary connections (to see the "big picture")
___ other (specify) _____

Improved student knowledge of computer operations reflected in

___ better understanding of hardware
___ enhanced knowledge of software programs
___ increased ability to apply computer use across the curriculum
___ improved ability to use computers in the workplace
___ other (specify) _____

Greater student satisfaction with

___ course content
___ instructional techniques or process
___ advisement and guidance
___ processing of routine paperwork
___ other (specify) _____

More students report or demonstrate

___ lessened test anxiety
___ improved study skills or learning techniques
___ increased ability to assess, plan, and forecast
___ improved knowledge and application of available student services
___ improved understanding of curricular relationships
___ other (specify) _____

Measure of student improvement (list course name and number, and give statistics if available):

___ higher rate of *retention* (course completion) _____
_____
___ higher rate of *success* (completion of course with a "C" or higher) _____
_____
___ higher rate of *persistence* (enrollment in next level course in subject series) _____
_____

Suggestions for additional ways of improving student outcomes:

Signature _____ Date _____

8. Individual Project Evaluation Form

Orange Coast College

Please refer to your Faculty Professional Development Contract Report Form, and complete and return this evaluation at the conclusion of your project to the Staff Development Office no later than May 1, 1993. Credit for your project will not be awarded until your evaluation is received. (Use the back of this form or additional pages if needed.)

Name _____ Date _____

Department _____ Phone _____

Title of Individual Project _____

1. Describe the outcome of your individual project.

2. Describe how the outcome of your individual project has or will impact your teaching?

3. Describe how your project has or will affect student learning?

   How will you know that?

4. Could this project be utilized as a campus workshop in the future?

   ___ Yes ___ No If yes, are you willing to present or recommend someone?

5. Number of hours involved in Individual Project:

   ___ Number of hours contracted ___ Actual number of hours

6. Suggestions or comments regarding future programs

9. Program Results

Examples from California Community College Human Resource Development Program Reports Prepared by California Community College Chancellor's Office

The following are excerpts from college reports on the use of faculty and staff development funds, at Levels 3 and 4.

- 80% of all follow-up evaluations indicated improved instructional practices.
- The math faculty implemented a computer algebra system into math courses.
- Five management training sessions, with topics including legal issues, collective bargaining, leadership and cultural diversity, provided the only context for management to function as a group.
- Teaching strategies were implemented in the classroom and the English Department will monitor effectiveness.
- Enabled college to create 4 new 2+2 agreements within 6 months.
- Subject matter has been incorporated into the class.
- As a result of this workshop, several faculty volunteered to staff the writing lab, which was not funded because of the budget crisis.
- Over 90% of the participants identified specific uses for information in improving learning strategies for students.
- The training clearly helped faculty stay current with industry.
- Shared governance was implemented through the forums.
- Sessions on "dealing with disruptive students" resulted in the installation of emergency phones.
- The formation of the cultural diversity committee was an outcome of the sessions.

10. Goal, Activity, and Evaluation Report

Adapted from College of Marin, Program Review 1992

FACULTY DEVELOPMENT

Objective: To develop a program that will engage faculty in self-appraisal and self-directed changes in their teaching performance and in the impact their teaching has on student learning.

Implementation: Classroom Research (CR)

In Fall of 1991, nine faculty members enrolled in a semester-long project called Classroom Research based on the model designed by Dr. K. Patricia Cross and Dr. Thomas A. Angelo at UC Berkeley. Three training workshops were presented during pre-school in-service training days (flex), two for beginners (of which there were five) and one for those researchers who were continuing in the program. Three more workshops were scheduled throughout the semester during which faculty met and discussed with their peers what was happening in their research projects.

Evaluation

COM has developed and refined three indicators of effectiveness for the Classroom Research program. They are: (a) a quantitative self report from participating faculty regarding the extent to which they used what they learned in the program in their classes: (b) a qualitative self report from participating faculty regarding the ways in which participation in the program affected their teaching in the focus class; the ways in which it affected student learning in the focus class; and evidence to support answers to these two questions; and (c) a quantitative report from students regarding the extent they observed the faculty change their teaching behavior during the semester.

(a) Quantitative Self Report from Faculty.

At the end of Fall 1991, the nine participants were asked to describe the extent to which they were using what they had learned in the Classroom Research program in their classes. On a scale of 1 to 10, with 1 being "Never" and 10 being "Always". Reporting participants (not everyone included a number in their report) averaged a score of 5.88.

At the end of Spring 1992, the ten continuing participants were asked the same question. Participants averaged a score of 6.83.

By this indicator the Staff Development office concluded that, after a four-year period, the Classroom Research program has reached the completion of its effectiveness. It appeared to follow a predictable four-year pattern that has been described in the "innovation" literature, i.e., a slow start the first year, a peak during the second year, and a gradual falling away the third and fourth years. Because there was funding only for Classroom Research and not for Learning Styles in the spring, enrollment was limited to those faculty who had completed at least one semester, but not yet three semesters of Classroom Research. This curtailed the number who could participate although many more faculty expressed an interest and were put on a waiting list. Over the four year period of the grant, seventy full and part-time faculty members were enrolled in at least one semester of Classroom Research and twenty-five of those re-enrolled for the maximum number of semesters allowed.

(b) Qualitative Self Report from Faculty

At the end of each semester, the nine participants were asked to describe the ways in which the project had affected their teaching and student learning in the focus class, and the evidence to support their answers. Typical answers included:

[This section of the evaluation included quotes from the participants describing changes in their teaching and in student behaviors and learning]

Because of the content of the responses, the Staff Development office concluded by this indicator, the Classroom Research program encouraged active learning.

(c) Quantitative Report from Students.

At the beginning of each semester, the nineteen participating faculty administered to their focus-class students a pre-survey; at the end, a post-survey. The student survey used in the Fall was an adaptation of a feedback instrument utilized in the Instructional Skills program. In the Spring, a new survey asked students to describe teacher behaviors that had been designated as desirable by the American Association of Higher Learning in their Faculty Inventory on Principles of Good Practice in Post-Secondary Education. Based on fifty years of extensive research, these questions relate to ideal teacher behavior in a post secondary classroom. According to students, faculty who participated in the Classroom Research program improved on sixty percent of the desired behaviors.

The Staff Development office concluded that, by this indicator, the Classroom Research program was very effective in improving faculty teaching and by inference, student learning.

11. Workshop Evaluation Results

Solano College

FOLLOW-UP OF "GOOD INTENTIONS"

There were 23 individuals who volunteered to be part of the Spring 1992 FlexCal evaluation follow-up. The intent of this evaluation was to measure the behavioral impact of FlexCal in quantifiable terms.

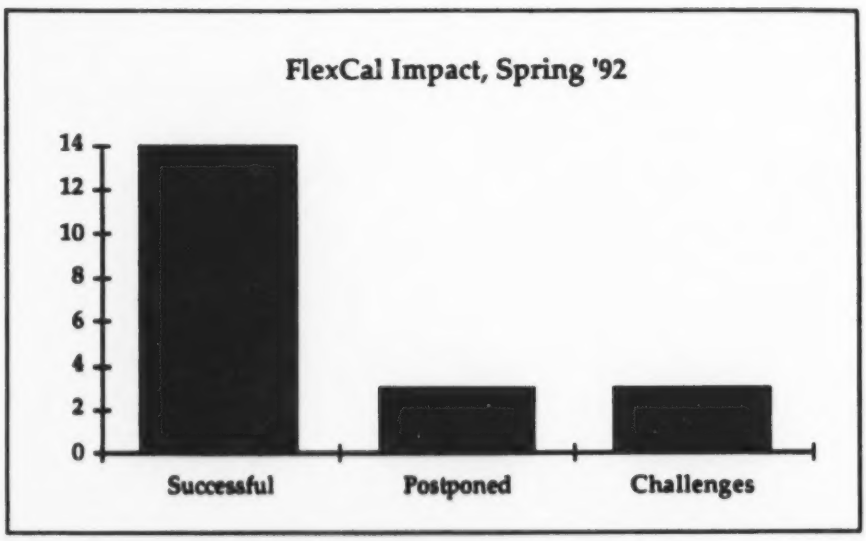
Each FlexCal participant was asked "What **new thing(s)** will you be doing as a result of Spring '91 FlexCal?" They were informed that there would be follow up at the end of the semester.

Of the 23 individuals, there were 20 respondents, or 86% return rate.

Of the 18 respondents:

- 13 indicated "Yes, I did do what I intended to do, and it was successful." One indicated "partial success." Therefore, **14 of the 20, or 70%, had a positive (or successful) response.**
- 3, or 15%, indicated "With the best of intentions, I never got around to it."
- 3, or 15%, indicated "Other" and explained some unexpected challenges in attaining of their goal.

Therefore, it is concluded that based on this sample, the faculty feels that the Spring 1992 FlexCal program had a strong positive impact.



Spring Follow-Up Evaluation, prepared by Carole Jarrett, August 26, 1992

12. Faculty Evaluation Survey

1) Below are listed five major staff development topics: A) Critical thinking and problem-solving, B) Active learning, C) Empathy and appreciation of diversity, D) Setting goals and persisting towards goals, and E) Self-esteem. Please indicate with a check (✓) if your manner of teaching these topics, or the reason you address these topics at all, is due in any way to a staff development activity you have attended.

2) Under each of these five major staff development topics are listed related student outcomes statements. Please indicate each outcome which you address in your classroom with a check (✓).

	I teach in a way that facilitates this outcome (✓)	I teach in this way due to a related staff development activity (✓)
A. Critical thinking and problem-solving		___
1. The student can explain how my course relates to other areas of knowledge.	___	
2. The student is aware of how he/she thinks.	___	
3. The student is willing to try to solve a problem even if the solution isn't immediately obvious.	___	
4. The student values doing his/her own thinking instead of relying on what others think.	___	
5. The student is open to influence by persuasive arguments and facts.	___	
6. The student draws upon experiences in his/her life to help relate the subject matter of his/her classes.	___	
B. Active learning		___
1. The student participates in study groups outside class.	___	
2. The student participates actively in class discussion.	___	
3. The student asks questions when he/she doesn't understand something.	___	
4. The student completes classroom assignments even when not required to turn them in.	___	
5. The student volunteers feedback to the instructor as to how the classroom experience can better meet his/her needs.	___	
6. The student has effective study skills and habits.	___	
7. The student uses a variety of ways to learn and study.	___	
C. Empathy and appreciation of diversity		___
1. The student can describe how his/her culture influences his/her life.	___	
2. The student can explain how other cultures are different from his/her own.	___	
3. The student values contributions of classmates from different cultural backgrounds to classroom discussion.	___	
4. The student shows sensitivity to persons of all racial-ethnic groups.	___	
D. Setting Goals and Persisting Towards Goals		___
1. The student takes responsibility for learning.	___	
2. The student can describe a plan for achieving his/her educational goals.	___	
3. The student can describe and explain personal career interests and goals.	___	
4. The student knows where to get academic help when he/she needs it.	___	
E. Self-esteem		___
1. The student can learn and perform well in most classes.	___	
2. The student can describe personal strengths.	___	
3. The student sets challenging personal goals.	___	
4. The student is aware of areas for personal growth.	___	

2) List, in rank order, up to three staff development funded activities (e.g., conferences, workshops or seminars), on- or off-campus, that have had the most impact on your ability to help students be successful. (1=most important, 3=least important)

1. _____
2. _____
3. _____

3) What is your ethnic background?

____African-American ____Asian ____Caucasian ____Filipino
____Latino ____Native American ____Other,non-Caucasian

4) What is your age group?

____under 25 ____26-29 ____30-39 ____40-49 ____50-59 ____60-69 ____over 69

5) What is your gender?

____male ____female

6) In which department/discipline do you teach?_____

7) How many years (total) have you been teaching at this college?_____

8) How many years (total) have you taught at the community college level?_____

9) Please comment on the impact of staff development activities on student success.

_____
_____
_____
_____

10) Please comment on how best to evaluate the impact of staff development activities on student success.

_____
_____
_____
_____

13. Student Survey

Dear Student:

Our college is participating with four other community colleges in Southern California in a project to evaluate faculty and staff training programs. In order to do this, we need students' opinions about what they have learned.

Your response to this survey will remain anonymous. Your teacher will not know how you answered, and your answers have nothing to do with your grade in this or any course.

You should also know that this project is an experiment. That is, we are trying to determine how to best evaluate faculty and staff training programs. We will ask you for your opinions of this survey.

Thank you for your help.

1) Student Characteristics

Please indicate, by circling a number from 1 to 5, how well this course has contributed to your development of each of the characteristics listed below.

DO NOT TAKE ALOT OF TIME THINKING ABOUT YOUR RESPONSES; PLEASE WRITE DOWN YOUR FIRST THOUGHT.

	This course has contributed to my development of this characteristic:				
	enormously 5	quite a bit 4	somewhat 3	a little 2	not at all 1
1. I can explain how this course relates to other areas of knowledge.	5	4	3	2	1
2. I participate in study groups outside of class.	5	4	3	2	1
3. I can describe how my culture influences my life.	5	4	3	2	1
4. I take responsibility for learning.	5	4	3	2	1
5. I can learn and perform well in most classes.	5	4	3	2	1
6. I am aware of how I think.	5	4	3	2	1
7. I participate actively in class discussion.	5	4	3	2	1
8. I can explain how other cultures are different from my own.	5	4	3	2	1
9. I can describe my plan for achieving my educational goals.	5	4	3	2	1
10. I can describe my strengths.	5	4	3	2	1
11. Life experiences help me relate to the subject matter of my classes.	5	4	3	2	1
12. I ask questions when I don't understand something.	5	4	3	2	1
13. I value contributions of my classmates from different cultural backgrounds to class discussions.	5	4	3	2	1
14. I have effective study skills and habits.	5	4	3	2	1
15. I set challenging personal goals.	5	4	3	2	1
16. I am willing to try to solve a problem even if the solution is not immediately obvious.	5	4	3	2	1
17. I complete classroom assignments even if I am not required to turn them in.	5	4	3	2	1
18. I can describe and explain my career interests and goals.	5	4	3	2	1
19. I value doing my own thinking instead of relying on what other people think.	5	4	3	2	1
20. I use a variety of ways to learn and study.	5	4	3	2	1
21. I show sensitivity to persons of all racial-ethnic groups.	5	4	3	2	1
22. I am open to influence by persuasive arguments and facts.	5	4	3	2	1
23. I volunteer feedback to the instructor as to how the classroom experience can better meet my needs.	5	4	3	2	1
24. I know where to get academic help when I need it.	5	4	3	2	1
25. I am aware of areas for personal growth.	5	4	3	2	1

2) What is your ethnic background?
____African-American ____Asian ____Caucasian ____Filipino ____Latino ____Native American
____Other,non-Caucasian

3) What is your age group?
____17 and under ____18-21 ____22-25 ____26-29 ____30-39 ____40-49 ____50-64
____over 64

4) What grades do you usually get in college?
____A's ____A's and B's ____B's ____B's and C's ____C's ____C's and D's ____very mixed ____no grades yet

5) Approximately how many college units have you completed?
____more than 30 ____15-29 ____7-15 ____less than 7 ____0

6) Please name an instructor at this college who has most helped you to be a successful student. _____

7) Please describe how that instructor has helped you to be a successful student.
_____
_____
_____